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The steps taken to improve integrated education for children in New York City included sending eighth-grade pupils to ten junior high schools, changing new community zoning plans, changing the feeder patterns in three sets of junior high schools, closing the Girls High School in Brooklyn, continuing the Free Choice Transfer Plan, redesigning four of the five projected high schools which are to become comprehensive high schools, establishing a Professional Committee on Secondary Education, continuing plans for the first urban Educational Park, and continuing plans to improve the recruitment and advancement of minority group teachers.

The steps being undertaken to improve the quality of education included moving 5,804 fifth-grade pupils to junior high schools, organizing five educational complexes, providing for additional personnel and supplies, transferring eighth-grade pupils to senior high school for the ninth grade, fostering cooperation between the school system and the local teacher-training institutions, providing for the emotionally disturbed and maladjusted pupils, arranging summer orientation for teachers, and eliminating group intelligence testing.

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ACTION Toward QUALITY INTEGRATED EDUCATION

MAY 28, 1964

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Toward

QUALITY INTEGRATED EDUCATION

MAY 28, 1964

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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The following fact material was issued by Superintendent of Schools Calvin E. Gross at a press conference in his office on May 28, 1964, in which he announced measures approved by the Board of Education as part of its plan for quality integrated education for the children of New York City.

The Board of Education has approved the following measures to be undertaken in September 1964 as part of its plan for quality integrated education for the children of New York City. Major recommendations of great importance have come from the State Education Commissioner's Advisory Committee on Human Relations and Community Tensions and from recent reports of the Board of Education and the Superintendent of Schools, including the Joint Planning Committee for More Effective Schools. Literally hundreds of meetings have been held to discuss problems of integration and to receive suggestions from interested individuals and groups: Local School Boards, professional organizations, parent associations, civic and community groups, civil rights organizations, church groups, educational committees, and many others.

Indeed it is unlikely that there has ever been in this city, on the part of a Board of Education, as determined an effort to explore the thinking of the community in order to decide upon programs of action. To the extent possible, all sources of information have been tapped and all points of view considered. The time for action is <u>now</u>, and the program of such action is indicated below.

BETTER ETHNIC DISTRIBUTION

1. Eighth grade pupils now in ten junior high schools will be transferred to 33 senior high schools in September 1964 (see appendix A).

Nine of these ten junior high schools have pupil populations which are 85% or more Negro and Puerto Rican. The ethnic situation in the high schools to which the pupils will be going is much more favorable than that which exists in these junior high schools.

The present eighth grade pupils in the ten junior high schools will be given a choice of any of the listed high schools within their borough, except that pupils of J 136, Manhattan and J 139, Manhattan will be permitted to apply to Bronx high schools. Each pupil will be permitted to make five choices, in order of preference.

In the final decision to be made by the High School Division and the Central Zoning Unit, such factors as integration, building utilization and distance will be considered.

For these pupils, the high school choice will by no means be final. At the end of Grade Nine, they will be permitted to select the high school which they wish to attend for the remaining three years. Transfers will be permitted from academic high schools to vocational high schools, and vice versa. The total number of pupils under the program will be 4511.

Fifth grade pupils now in the 44 elementary schools feeding into these ten junior high schools will be sent into the sixth grade of the ten junior high schools in September 1964 (see Appendix B). The total number of pupils so moved will be 5804.

2. The following community zoning plans are approved for implementation in September 1964:

P7 – Brooklyn	P8 – Brooklyn
P92 – Queens	P149 – Queens
P111 – Queens	P112 – Queens
P127 – Queens	P148 – Queens

A separate "data sheet" is included for each of these pairs of schools (see Appendix C).

Each one of these schools will be given educational services beyond those normally supplied (see Appendix D). In addition, where necessary, building improvements will be made and new furniture supplied. The list of extra services to be provided represents a general pattern which will be tailored to fit individual cases, and not a hard-and-fast rule. A large school will need more services than a small one, while another may need more remedial instructors. Each case will be decided on an individual basis.

Every effort will be made to establish close ties between these four pairs of schools and teacher training institutions. It seems highly desirable that schools dedicated to the concept of integration should serve as training grounds for the education of future teachers.

The pairing of elementary schools under a community zoning plan is a new idea, untried in a large urban school district. Careful evaluation of the operation of these four pairings will be made as a basis for future decisions on any extension of this plan.

3. Changes in feeder patterns involving the following three sets of junior high schools are approved for implementation in September, 1964 in order to secure better ethnic distribution:

J109Q – J192Q

J296K – J162K – J111K

J214K – J171K – J149K

A separate "data sheet" is included for each of these sets of schools (See Appendix E).

Each one of these schools will be given educational services beyond those normally supplied (see Appendix F). As indicated earlier, this list represents a general pattern which will be tailored to fit individual cases, and not a hard-and-fast rule. Thus, the number of professionals per thousand pupils may be a more meaningful guide to quality education than a rigid application of class size formulas.

4. In a number of cases, community zoning plans which have been suggested as possibilities were not approved at the local level. Instead, substitute district plans to improve ethnic distribution were proposed by the field assistant superintendent. In each case, there are specific reasons which seem to militate against the success of a community zoning plan. In most cases, the district plans were in existence prior to the idea of community zoning. The district plans seem to offer greater promise at this time of achieving the objectives of quality integrated education for the children affected.

The substitute district plans of the following field assistant superintendents will be placed into operation in September 1964:

Mr. Edward Scalea, Districts 5, 7, 9	Dr. Morris Finkel, Districts 6–8
Mrs. Margaret S. Douglas, Districts 43–44	Dr. Louise Ryan, District 50
Dr. Max Meyers, Districts 41–42	

"Data sheets" for the schools involved will be found in Appendix G.

Additional services will be supplied to these schools but on a more limited basis than is the case with the community zoning plans.

5. The Board of Education has authorized the closing of Girls H.S. in Brooklyn, effective at the end of June 1964. All of the pupils who might have attended this high school will be placed in other schools with a greater degree of integration.

6. The Board of Education has authorized placing into effect the zones established last year for J275K and J235K. It had previously been stopped by court order from carrying out this plan.

7. Existing voluntary plans will be continued. Thus, under the Free Choice Transfer Plan, the following approximate number of additional pupils will be transferred to schools with better ethnic distribution:

Elementary	1800
Junior High School	1100
Senior High School	850

A plan is also under way to arrange for the voluntary transfer of pupils from schools which are 90% or more "others" to a school with better ethnic distribution.

8. Four of the five high schools already projected for construction and capitalized will be redesigned to become comprehensive high schools (Richmond H.S., Shorefront H.S., Northeast Queens H.S., Jamaica Vocational H.S.). Two of these – new Richmond High School and Jamaica Vocational High School have sites which are centrally located near mass transportation facilities and readily accessible to varied ethnic groups. The sites of the other two – Shorefront High School in Brooklyn and Northeast Queens High School will be carefully reviewed.

The fifth high school is the new Food and Maritime Trades High School, to be centrally located at West 50th Street and 10th Avenue. This high school has excellent relations with labor and industry and serves the entire City as a specialized vocational high school. There is every reason to expect that its pupil population will be well integrated.

9. A professional Committee on Secondary Education has been appointed under the chairmanship of Executive Deputy Superintendent Bernard E. Donovan. It will be aided by an Advisory Committee representing labor, management, educational groups, civic associations, and parent federations.

This Committee will review the entire pattern of secondary education, including junior and senior high schools. It will deal specifically with such matters as the comprehensive high school, changes in academic and vocational high school programs, new zoning procedures to secure greater integration, the "middle school", and methods of improving the effectiveness of secondary education.

Meetings of this committee have already begun. An interim report, largely procedural in nature, will be issued at the end of June, and a final report in December of this year.

10. A building program must necessarily reflect prevailing educational policy and practices. In view of the changes projected for the 1964-1965 school year and for the future, it seems advisable to re-examine present and future building programs.

Therefore, the Board of Education has postponed the proposed hearing on the 1965–1966 capital budget, previously scheduled for Tuesday, June 16, until some time in October 1964. The intervening time will be used for a thorough review of proposed programs in the light of the various integration plans so that the greatest possible assistance can be provided to the integration program.

11. Plans which may lead to the creation of the first urban Educational Park will be continued. A two-day conference of top school personnel and recognized experts in this area will be held at the end of June. This conference will, it is hoped, lead to the formulation of appropriate proposals and staff implementation.

12. Board of Education programs already under way to improve the recruitment and advancement of minority group teachers will be intensified.

At the present time, free professional seminars are being maintained for 1800 teachers, of whom approximately 25% are Negro and Puerto Rican. For forty-two weeks in the year, four hours a week (including two and a half hours on Saturday) these teachers receive excellent training from a corps of about 20 experienced supervisors.

This summer, state approved "C" courses will be offered to them free of charge to enable them to meet the course requirements.

We have already sent teams of recruiters from the Teacher Recruitment Unit to Southern campuses, seeking to enroll additional teachers. Such efforts as these will be intensified and may be extended to include such positions as guidance counselors.

QUALITY EDUCATION

1. The Board of Education has approved the recommendations of the Joint Planning Committee for More Effective Schools, whose report was made public on Tuesday, May 26. The Board believes that pupils in disadvantaged areas of the City will achieve as well as any other children if they are provided with the necessary services, personnel, materials and organization. The program for More Effective Schools is an expensive one, but the Board will go to all available sources of funds in order to start this investment in human beings in September, 1964, in at least ten elementary schools, as the Committee has proposed. With total community support, this aim can be achieved.

2. It has been indicated above that 5,804 pupils now in the fifth grade in 44 elementary schools will be transferred to junior high schools in September 1964.

The space made available in the elementary schools will be used for the following purposes:

a. Reduction of short-time instruction in 14 schools.

b. Provision of a fifth hour of instruction for 2,686 first grade pupils in 17 schools, now on a four-hour program.

c. Dividing double kindergartens into single classes in 7 schools.

d. Additional kindergarten classes in 18 schools.

e. Establishment of pre-kindergarten classes in 23 schools.

In other schools, in areas of heavy minority group concentration wherever space is available, it is intended to add additional kindergartens as necessary and to place additional first grade classes on a full five-hour schedule. In the expanded kindergarten program, it is expected that all children who apply will be accepted. Based on estimates, there are approximately 7,100 children who are eligible for kindergarten but who are not enrolled. The City has appropriated an additional sum of $800,000 for the expansion of the kindergarten program. Wherever space is available, and so far as the budget permits, pre-kindergarten classes will be formed.

3. The Board has approved for September, 1964, the organization of five Educational Complexes, involving the following schools and their feeding elementary schools:

   Grade 6-8 Organizations: J-16, Queens; J-6, Brooklyn

   Grade 7-9 Organizations: J-125, Bronx; J-59, Queens; and J-118, Manhattan

   As proposed by the State Committee, one person will be assigned for overall charge of the coordination of the educational program of schools within each of the five selected complexes. The complexes to be organized this coming September generally have fairly well-integrated patterns; however, this introduction will enable us to supply the extra correlation and autonomy which the Committee stated should provide an educational program directly relevant to the needs of the locality.

   With regard to the total number (39) of Educational Complexes proposed by the Committee, our preliminary study indicates the need for further *detailed* analysis of the ethnic and educational implications of the proposal.

4. The provision of additional personnel and supplies for schools involved in the elementary school community zoning plan (pairings) and in the change of feeder patterns of junior high schools will improve the quality of education in these schools.

5. The present eighth-grade junior high school pupils who will be transferred to senior high schools for their ninth grade will be provided with the same special guidance and remedial services that are available to ninth graders in junior high schools.

6. As recommended in the report of the State Education Commissioner's Committee, cooperation between the school system and the local teacher training institutions will continue to be strengthened, particularly in the emphasis on teaching in special service schools. Progress in this direction has already been made by our Coordinating Committee which has been working with representatives of the metropolitan colleges. At the present time, student teachers in the four teacher training colleges of the City University are required to spend at least half of their practice teaching in special service schools. Many of the Campus Schools which have close relationships with Metropolitan Colleges have large concentrations of minority group population.

7. The recommendation of the State Committee with regard to the handling of emotionally disturbed and maladjusted pupils on all levels is being considered by our special committee which was organized recently to study all aspects of the special schools for emotionally disturbed pupils.

8. A sum of $100,000 will be appropriated for a one-week orientation session this summer for teachers involved in new educational programs resulting from the change in school organizations of the 44 elementary schools, ten junior high schools, and 36 senior high schools involved: the elementary school teachers teaching pre-Kindergarten for the first time; junior high school teachers instructing sixth-grade pupils for first time; and senior high school teachers having ninth-grade pupils for first time.

Among other recent actions which are designed to provide quality instruction and which will continue to be in effect in September, 1964 are the following:

The elimination of group tests of intelligence and the introduction of annual achievement tests; relief of overcrowding and reduction of short-time instruction; obtaining textbooks and library books which deal more adequately with the role and contributions of minority groups; expansion of the Human Relations Unit; in-service television courses in Negro history.

APPENDIX A

JUNIOR HIGH SCHOOLS WHICH WILL BECOME GRADES 6-8 ORGANIZATIONS

Children beginning ninth year of the ten following Junior High Schools, will be permitted to change to the listed high schools on a borough basis; J 136-Manhattan, J 139-Manhattan, J 38-Bronx, J 55-Bronx, J 6-Brooklyn, J 210-Brooklyn, J 258-Brooklyn, J 8-Queens, J 16-Queens and J 142-Queens.

HIGH SCHOOLS WHICH MAY BE SELECTED BY PUPILS IN ABOVE JUNIOR HIGH SCHOOLS FOR NINTH GRADE WORK

MANHATTAN

Academic

Hughes
Haaren (boys only)
Julia Richman (girls only)
Washington Irving (girls only)

BRONX

Academic

Taft
DeWitt Clinton (boys only)
Walton (girls only)
Evander Childs
Columbus

Vocational

Dodge
Gompers (boys only)
Jane Addams (girls only)

BROOKLYN

Academic

Midwood
Madison
Fort Hamilton
Bay Ridge (girls only)
John Jay
Canarsie
New Utrecht
Lane

Vocational

Grady
Whitney

QUEENS

Academic

Flushing
Forest Hills
Francis Lewis
Bowne
Newtown
Bryant
Cleveland
Jamaica
John Adams

Vocational

Thomas Edison
Woodrow Wilson

APPENDIX B

ELEMENTARY SCHOOLS WHICH WILL SEND PRESENT FIFTH GRADE PUPILS TO SIXTH GRADE IN JUNIOR HIGH SCHOOL

ELEMENTARY SCHOOLS	SCHOOL TO WHICH 6TH GRADE PUPILS WILL GO
Manhattan	**Manhattan**
90, 119, 100, 123, 133, 194, 197, 175.	J 136 Manhattan (Girls) and J 139 Manhattan (Boys)
Bronx	**Bronx**
1, 5, 29, 51, 140. 2, 4, 42, 53, 63, 132.	J 38, Bronx J 55, Bronx
Brooklyn	**Brooklyn**
29, 32, 47, 261. 167, 191, 243, 289. 3, 44, 93, 256, 305.	J 6, Brooklyn J 210, Brooklyn J 258, Brooklyn
Queens	**Queens**
48, 50, 116, 140. 14, 19, 92, 143. 45, 96, 123, 155, 160.	J 8, Queens J 16, Queens J 142, Queens

APPENDIX C-1

DATA SHEET FOR COMMUNITY ZONING P7K-P8K

School	P.S. 7 Brooklyn	P.S. 8 Brooklyn
Assistant Superintendent	Mr. Maurice Mehlman	
***% "others"**	3.6	77.3
Pupil population	476	466
Distance between bldgs.	.3 mi.	
Farthest travel distance *(after change)*	1.4 mi.	
No. pupils to be bused		
gr. 1-2: over 1/2 mile	152	
gr. 3-6: over 1 mile	none	
special permission	367	
New grades	K, 5-6	K, 1-4
New register	311	666
% of "others" *(after pairing)*	31.5	48.8

Comments

This pairing has the approval of the field Assistant Superintendent, the Local School Board, and the Parents Associations of the two schools. With reference to the parents and the Local School Board, this approval is contingent upon the meeting of certain conditions with relation to building repairs, relaxation of busing regulations for 367 pupils, additional services, and school organization. The requests seem to be reasonable. Details are to be developed at the local level and confirmed in consultation with appropriate headquarters personnel.

The present plans in no way involve zoning for the new PS 307 scheduled for opening not later than September 1966. At that time, the new school will be zoned as usual after consultation with the local community.

This community zoning plan will begin in September 1964.

---

* "others" - non-Negro and non-Puerto Rican

APPENDIX C-2

DATA SHEET FOR COMMUNITY ZONING, P92Q-P149Q

School	P.S. 92 Queens	P.S. 149 Queens
Assistant Superintendent	Dr. Cormac K. Meagher	Miss Mary Halleron
% "others"	0.4	87.0
Pupil Population	497	1057
Distance between bldgs.	.2 mi.	
Farthest travel distance *(after change)*	.92 mi.	
No. pupils to be bused		
gr. 1-2: over 1/2 mile	29	
gr. 3-6: over 1 mile	none	
to other schools	72	
New grades	K-2	K, 3-6
New register	558	868
% of "others" *(after pairing)*	52.8	74.8

Comments

This plan had its inception at the local level and has been under careful consideration for almost a year. It has the approval of both field Assistant Superintendents, of both Local School Boards, and of one of the two Parents Associations. The other Parents Association is opposed.

The P.S. 92 building is now being renovated and the work will be completed during the summer.

Some preliminary re-zoning will be done in order to make possible reduced class size.

This community zoning plan will begin in September 1964.

APPENDIX C-3

DATA SHEET FOR COMMUNITY ZONING, P111Q-P112Q

School	P.S. 111 Queens	P.S. 112 Queens
Assistant Superintendent	Miss Mary Halleron	
% "others"	22.1	83.4
Pupil population	1040	858
Distance between bldgs.	.24 mi.	
Farthest travel distance *(after change)*	.96 mi.	
No. pupils to be bused		
gr. 1-2: over 1/2 mile	none	
gr. 3-6: over 1 mile	none	
to other schools	135	
New grades	K, 4-6	K-3
New register	878	733
% of "others" *(after pairing)*	57.3	61.4

Comments

This plan has the approval of the field Assistant Superintendent and the Local School Board, and of one of the two Parents Associations.

Preliminary re-zoning will be done at P.S. 111, sending some pupils to P.S. 150 and P.S. 83, in order to make possible reduced class size. Details will be worked out at the local level.

This community zoning plan will begin in September 1964.

APPENDIX C-4

DATA SHEET FOR COMMUNITY ZONING, P127Q-P148Q

School	P.S. 127 Queens	P.S. 148 Queens
Assistant Superintendent	Miss Mary Halleron	
% "others"	6.0	87.3
Pupil population	754	1201
Distance between bldgs.	.8 mi.	
Farthest travel distance *(after change)*	1.36 mi.	
No. pupils to be bused		
gr. 1-2: over 1/2 mile	124	
gr. 3-6: over 1 mile	none	
special permission or to other schools	133	
New grades	K, 3-6	K-2
New register	1040	784
% of others *(after pairing)*	52.7	74.1

Comments

This plan has the approval of the field Assistant Superintendent and the Local School Board, and one of the two Parents Associations.

Preliminary re-zoning will be necessary for some children in order to make possible reduced class size.

It will be necessary to install additional traffic lights as for example at certain points on Thirty-first Avenue and Thirty-second Avenue. Exceptions to existing distance limitations on free bus service will be made, because of special travel factors.

Additional lunchroom capacity will be provided as necessary.

This community zoning plan will begin in these schools in September 1964.

APPENDIX D

ELEMENTARY SCHOOL COMMUNITY ZONING PLAN

ADDITIONAL POSITIONS AND SERVICES

Additional positions and services will be supplied to elementary community zoning schools in accordance with the following schedule:

Average class size	27
Special teaching positions (1 reading improvement, 2 corrective reading, 1 library, 1 art or music, 1 health education or science.)	6
Non-English speaking teacher and special auxiliary teacher (if needed)	2
Guidance counselors	1 per 500 pupils
School secretary	1 per 450 pupils
After-school study center	one for each pair of schools
Assistant principal	1 for first 22 teaching positions 1 for each 15 positions thereafter
School aides	increased
Books and supplies	additional $3 per pupil

APPENDIX E-1

JUNIOR HIGH SCHOOL FEEDER PATTERN CHANGE: J109Q-J192Q

School	J.H.S. 192 Queens	J.H.S. 109 Queens
Assistant Superintendent	Dr. Louise T. Ryan	Miss Sarah A. Cameron
% "others"	28.5%	94.9%
Pupil population	1475 (Gr. 7-8 only)	1718
Distance between bldgs.	1 mile	
Farthest travel distance	3 miles	

Comments

This plan, which has the approval of both field Assistant Superintendents and of both Local School Boards, will result in improved ethnic distribution in both schools. One Parents Association approves, and the other disapproves.

The approval of one of the Local School Boards is contingent upon the solution of certain problems relating to transportation, lunchroom facilities, and overcrowding. It seems clear that private-contract busing will have to be supplied for many of the children. Other junior high school facilities may have to be used even more fully in order to prevent overcrowding of these two junior high schools.

If necessary a portable lunchroom will be supplied for J.H.S. 109 while new facilities are being added.

The specific elementary schools involved in the feeder pattern changes have been tentatively identified. These changes will become effective for pupils entering junior high school in September 1964.

APPENDIX E-2

JUNIOR HIGH SCHOOL FEEDER PATTERN CHANGE: J296K-J162K-J111K

School	J.H.S. 296 Brooklyn	J.H.S. 162 Brooklyn
Assistant Superintendent	Mrs. Elizabeth C. O'Daly	
% "others"	28.1	79.1
Pupil population	2299	1310
Distance between bldgs.	1.8 miles	

Comments

The plan as outlined by the Central Zoning Unit was not approved. Instead, the Local School Board has approved the alternate plan presented by the Assistant Superintendent.

The plan will go into operation with the opening of new J.H.S. 111 in December 1964. It will involve the changing of P.S. 145 from a K-8 school to a K-6 school and the closing of P.S. 53, Junior High School 162, which was to have been replaced by Junior High School 111 will continue to function as an independent unit. The result of the changes will be improved ethnic distribution at the three Junior High Schools. The re-zoning of serveral elementary schools which feed into these junior high schools will also result in better ethnic distribution.

The plan will take effect December 1964 or upon the opening of new J.H.S. 111.

APPENDIX E-3

JUNIOR HIGH SCHOOL FEEDER PATTERN CHANGE: J214K-J171K-J149K

School	JHS 171 K	JHS 149 K	JHS 214 K	(JHS 218 K)
Assistant Superintendent		Mrs. Margaret S. Douglas		
% "others"	35.1	24.5		82.9
Pupil population	1848	1558		915
Distance between buildings		.7 miles		

Comments

The plan as outlined by the Central Zoning Unit, which included J.H.S. 64, Brooklyn rather than JHS 171, Brooklyn, was not approved by either the Assistant Superintendent or the Local School Board. Instead, they have presented a plan which will go into operation in September 1964 and will be completed with the opening of new J.H.S. 218 (to replace J.H.S. 214) in December 1964.

This plan will not include J.H.S. 64, since its ethnic percentages would have remained unchanged in the original plan, and will add J.H.S. 171. The major change will be a shift in the feeder pattern for P.S. 174, and the result will be an improvement in the ethnic distribution at J.H.S. 218, J.H.S. 171, and J.H.S. 149.

The district feeder pattern changes will take effect September 1964.

The request for special contract busing for some of the children from P.S. 174 will be reviewed.

APPENDIX F

JUNIOR HIGH SCHOOL CHANGES IN FEEDER PATTERNS ADDITIONAL POSITIONS AND SERVICES

Additional positions and services will be supplied to each junior high school whose feeder pattern is changed, in accordance with the following schedule.

Average class size	27
Teaching periods per teacher per week	23 or 24
Reading teachers	2
Library teachers	1 per 500 pupils
Counselors	1 per 250 pupils
Non-English Coordinator (if needed)	1
Chairman of Department	4
Dean	1
School Secreatry	1 per 300 pupils
After-school study center	each school
School aides	40 hours per day
Books and supplies	additional $8 per pupil

APPENDIX G-1

DISTRICT PLAN: P156-K-P219-K

School	P.S. 156 Brooklyn	P.S. 219 Brooklyn
Assistant Superintendent	Dr. Max B. Meyers	
% "others"	11.3	82.9
Pupil population	2854	1331
Distance between bldgs.	.4 mi.	

Comments

The community zoning plan for these two schools has been disapproved by the field Assistant Superintendent and the Local School Board, and by both Parents Associations. The Local School Board has approved the substitute plan presented by the Assistant Superintendent.

P.S. 156 is much larger than P.S. 219. If the ten special classes at P.S. 219 are removed from the calculations, then there are almost three times as many pupils at P.S. 156. In addition, P.S. 156, a very old building, is one of the most overcrowded schools in the city, and is scheduled for replacement in the near future.

The field Assistant Superintendent has substitute plans in preparation which will help eliminate overcrowding at P.S. 156 while improving ethnic distribution at a number of other schools. These plans involve the transfer of several hundred pupils from P.S. 156 to various schools in East Flatbush and Canarsie.

The field Assistant Superintendent will continue to develop these plans, for implementation in September 1964. During the 1964-65 school year, the ethnic distribution of pupils at these two schools will be re-examined.

APPENDIX G-2

DISTRICT PLAN: P 158 K - P 108 K

School	P.S. 158 Brooklyn	P.S. 108 Brooklyn
Assistand Superintendent	Mrs. Margaret S. Douglas	
% "others"	19.6	82.1
Pupil population	2042	692
Distance between bldgs.	.7 mile	

Comments

The community zoning plan for these two schools has been disapproved by the field Assistant Superintendent and the Local School Board, and one of the Parents Associations. The Local School Board has approved the substitute plan presented by the Assistant Superintendent.

P.S. 158 has a pupil population almost three times that of P.S. 108 and is very much overcrowded. Both schools are very old and are scheduled for replacement in the near future. The fourth floor at P.S. 108 is not now usable.

The field Assistant Superintendent has had alternate plans in preparation for more than a year which will help eliminate overcrowding at P.S. 158 while improving ethnic distribution at both schools. In September 1964, approximately 150 pupils will be transferred from P.S. 158 to P.S. 108. Thereafter, P.S. 158 will be relieved of overcrowding and will be better integrated in two steps: when JHS 214 becomes an elementary school in September 1965 and subsequently when P.S. 345 is built.

During the 1964-1965 school year, the ethnic distribution of pupils at these two schools will be re-examined.

APPENDIX G-3

DISTRICT PLAN: P 6M - P 198 M

School	P.S. 6 Manhattan	P.S. 198 Manhattan
Assistant Superintendent	Mr. Edward Scalea	
% "others"	94.6	23.5
Pupil population	1154	1024
Distance between bldgs.	1.1 mile	

Comments

The community zoning plan for these two schools has been disapproved by the Local School Board and both Parents Associations. A substitute plan developed and approved by the field Assistant Superintendent and the Local School Board has substantial community support.

P.S. 198 is one of the few schools in the city with a relatively small but increasing percentage of "others" pupils, and is highly regarded in the community. The local plans will improve ethnic distribution in the district in a number of ways, but chiefly by re-zoning P.S. 6 so as to reduce present enrollment by approximately 250 pupils. This will leave space for minority group pupils who now attend overcrowded schools in the district. This process will reduce the percentage of "others" at P.S. 6 to approximately 75.

A number of suggestions for change in these local plans have been made. The field Assistant Superintendent and the Local School Board will review these suggestions and submit a revised plan for implementation in September 1964.

During the 1964-1965 school year, the ethnic distribution of pupils in P.S. 6 and in schools affected by the district plan will be reviewed.

APPENDIX G-4

DISTRICT PLAN: P 40 M - P 61 M

School	P.S. 40 Manhattan	P.S. 61 Manhattan
Assistant Superintendent	Mr. Edward Scalea	
% "others"	90.6	24.7
Pupil population	1119	1164
Distance Between bldgs.	.7 mile	

Comments

The community zoning plan for these two schools has been disapproved by the Local School Board and both Parents Associations. A subst tute plan is being developed by the field Assistant Superintendent and the Local School Board. Lunch room facilities at P.S. 61 are grossly inadequate for a community zoning plan.

The district plan envisages the transfer into P.S. 40 of approximately 100 pupils (in the Free Choice Transfer Plan) from schools with heavy concentrations of minority group population. In September 1965, if P.S. 40 is withdrawn as a "receiving" school, opportunities will be provided for additional minority group pupils in the district to transfer into P.S. 40.

In addition, at P.S. 61, priority is to be given to improvement in services and building renovation.

APPENDIX G-5

DISTRICT PLAN: P 191M – P 199M

School	P.S. 199 Manhattan		P.S. 191 Manhattan
Assistant Superintendent		Dr. Morris C. Finkel	
% "others"	66.0		5.2
Pupil Population	603		730
Distance between buildings		.5 mi.	

Comments

The community zoning plan for these two schools was originally disapproved by the Local School Board and by one of the two Parents Associations. The other Parents Association approved the plan. The field Assistant Superintendent had many serious reservations, and urged postponement until September 1965, while presenting his alternate plans. Subsequently the Local School Board approved the gradual introduction of a community zoning plan in September 1964, with an interchange of two grades each year. The process would be completed in September 1966.

Public School 199 is now a well-integrated school. The actual number of "others" children placed in grades one to six is reduced by the fact that many of the kindergarten children leave the school at the end of the year, and by the fact that the classes for the handicapped have a preponderance of "others" children. The ethnic distribution of children in the two schools, combined with factors of community change, does not seem such as to permit the maintenance of two well-integrated schools. The community zoning plan has therefore not been approved at this time.

One district proposal involves the transfer of pupils from P.S. 191 to P.S. 199, and also to P.S. 69 and to P.S. 87 in a free choice transfer option thus improving ethnic distribution at these latter three schools. It also calls for a pilot pre-school integrated nursery (for which private funds are available) and a foreign language readiness program at both schools. Another proposal is to experiment with a K-4 organization at P 191M and to utilize P 199M more fully, while providing additional space for educational improvements, particularly for younger children.

Other suggestions have also been made. The field Assistant Superintendent and the Local School Board will review these suggestions and submit a specific plan for implementation in September 1964.

APPENDIX G-6

DISTRICT PLAN: P 45Q – P 52Q

School	P.S. 45 Queens	P.S. 52 Queens
Assistant Superintendent	Dr. Louise T. Ryan	
% "others"	4.1	79.2
Pupil population	1,076	937
Distance between buildings	1.5 mi.	

Comments

The community zoning plan for these two schools has been disapproved by the field Assistant Superintendent, the Local School Board, and both Parents Associations.

Both schools are overcrowded. P.S. 52 is now a well-integrated school with a slowly rising percentage of minority group children. The community is almost unanimous in its feeling that the result of a community zoning plan might be the complete deterioration of the integrated situation at P.S. 52, without much improvement at P.S. 45.

The Assistant Superintendent has a plan supported by the Local School Board which will be placed into operation with the opening of P.S. 181 in September 1964. This will permit the transfer of approximately 115 pupils from P.S. 45 to P.S. 52, thus relieving overcrowding and improving ethnic distribution of pupils at P.S. 52.

APPENDIX G-7

DISTRICT PLAN: P 242 K - P 260 K

School	P.S. 242 Brooklyn	P.S. 260 Brooklyn
Assistant Superintendent	Dr. Max B. Meyers	Mrs. Margaret S. Douglas
% "others"	81.2	26.4
Pupil population	1020	792
Distances between bldgs.	.7 mile	
Farthest distance traveled (after change)	1.52 mile	

Comments

The community zoning plan for these two schools has been disapproved by both field Assistant Superintendents, by both Local School Boards, and by one of the two Parents Associations. The other Parents Association has approved the plan.

In February 1964, 300 pupils were transferred from P.S. 279 Brooklyn to P.S. 242 as part of a re-zoning plan approved at headquarters. If seems unwise to move half of these pupils again in September 1964.

The field Assistant Superintendent has planned for some time the creation of a Talent School for the entire district at P.S. 260. This is scheduled to begin in September 1964, and will, it is hoped, improve ethnic distribution at that school. Plans have also been suggested for better integration at P.S. 242 through the transfer of minority group pupils from overcrowded schools in the Brownsville area.

These district plans will be placed into operation in September 1964. During the 1964-1965 school year, the ethnic distribution of pupils at these two schools will be re-examined.

ETHNIC COMPOSITION OF SCHOOLS INVOLVED

JUNIOR HIGH SCHOOLS

	Negro	Puerto Rican	Others
136 M	96.9	3.0	0.1
139 M	97.1	2.4	0.5
38 X	34.0	53.4	12.6
55 X	44.6	51.8	3.6
6 K	25.1	57.2	17.7
210 K	81.2	8.9	9.9
258 K	95.7	3.9	0.4
8 Q	92.3	3.6	4.1
16 Q	29.9	7.8	62.3
142 Q	89.7	3.8	6.5

ELEMENTARY SCHOOLS

90 M	98.5	0.9	0.6
100 M	99.1	0.9	–
119 M	94.8	5.1	0.1
123 M	99.2	0.7	0.1
133 M	92.3	7.7	–
175 M	98.9	0.8	0.3
194 M	98.7	1.3	–
197 M	89.2	10.6	0.2
1 X	47.0	42.4	10.6
2 X	47.2	50.2	2.6
4 X	20.9	74.9	4.2
5 X	30.0	62.7	7.3
29 X	36.0	49.9	14.1
42 X	31.1	67.3	1.6
51 X	32.3	64.9	2.8
53 X	39.8	28.8	31.4
63 X	87.1	12.6	0.3
132 X	69.6	25.0	5.4
140 X	59.7	37.0	3.3
3 K	96.5	3.2	0.3
29 K	4.3	63.2	32.5
32 K	54.5	36.6	8.9
44 K	99.4	0.5	0.1
47 K	29.7	60.7	9.6
93 K	96.0	2.9	1.1
167 K	75.4	8.9	15.7
191 K	56.7	33.4	9.9
243 K	93.1	5.1	1.8
256 K	82.5	16.5	1.0
261 K	16.3	71.0	12.7
289 K	92.2	3.1	4.7
305 K	98.4	1.2	0.4
14 Q	6.2	4.2	89.6
19 Q	21.4	6.0	72.6

ETHNIC COMPOSITION OF SCHOOLS INVOLVED (Cont'd)

ELEMENTARY SCHOOLS (Cont'd)

	Negro	Puerto Rican	Others
45 Q	94.0	1.9	4.1
48 Q	96.5	1.3	2.2
50 Q	86.3	2.1	11.6
92 Q	99.0	0.6	0.4
96 Q	65.1	6.4	28.5
116 Q	98.5	1.1	0.4
123 Q	95.9	2.9	1.2
140 Q	95.6	2.1	2.3
143 Q	82.9	5.7	11.4
155 Q	88.1	4.5	7.4
160 Q	96.9	1.8	1.3

HIGH SCHOOLS

Hughes	43.0	23.4	33.6
Laaren	31.6	38.3	30.1
Julia Richman	35.5	24.7	39.8
Washington Irving	33.4	29.4	37.2
Taft	11.0	4.3	84.7
Clinton	19.5	8.2	72.3
Walton	17.5	17.4	65.1
Evander Childs	23.7	4.8	71.5
Columbus	1.4	1.0	97.6
Dodge Vocational	21.8	45.0	33.2
Gompers Vocational	27.7	26.6	45.7
Jane Addams Vocational	29.9	57.6	12.5
Midwood	1.6	0.3	98.1
Madison	0.5	0.1	99.4
Fort Hamilton	2.6	1.7	95.7
Bay Ridge	3.8	6.9	89.3
John Jay	11.0	12.3	76.7
Carnarsie		Will open in September	
New Utrecht	0.2	0.4	99.4
Lane	33.8	5.0	61.2
Grady Vocational	3.1	3.5	93.4
Whitney Vocational	29.7	30.4	39.9
Flushing	6.2	0.8	93.0
Forest Hills	3.5	0.3	96.2
Francis Lewis	1.3	0.3	98.4
Bowne		Will open in September	
Newtown	5.7	1.6	92.7
Bryant	5.2	1.9	92.9
Cleveland	2.1	0.4	97.5
Jamaica	15.5	1.5	83.0
John Adams	15.7	1.2	83.1
Edison Vocational	11.7	1.4	86.9
Woodrow Wilson	60.4	6.3	33.3